

Johnakin Middle

601 Gurley Street
Marion, SC 29571

Grades 6-8 Middle School

Enrollment 767 Students

Principal Patrice Davis Holmes 843-423-8360

Superintendent Mr. Michael Lupo 843-423-1811

Board Chair W. A. Jones 843-423-4705

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	17	32

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No
2005	Below Average	Below Average	No
2006	Unsatisfactory	Unsatisfactory	No

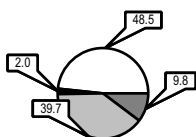
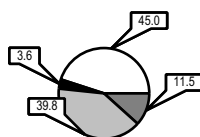
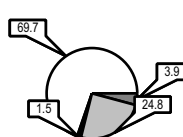
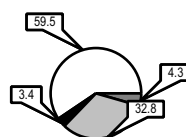
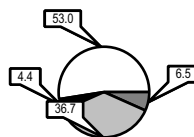
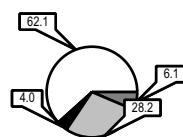
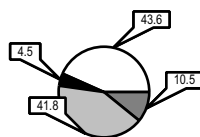
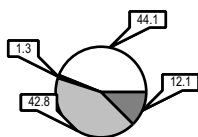
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	97.3	91.4
English 1	N/A	86.1
Biology 1/Applied Biology 2	N/A	44.3
Physical Science	N/A	28.7
All Subjects	97.3	86.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	749	99.3	47.8	39.6	9.8	2.8	18.7	No	Yes
Gender									
Male	391	98.7	58.6	35.9	3.3	2.2	10.1	N/A	N/A
Female	358	100.0	36.6	43.4	16.6	3.4	27.7	N/A	N/A
Racial/Ethnic Group									
White	161	100.0	27.3	46.1	18.8	7.8	37.7	Yes	Yes
African American	579	99.1	53.5	37.7	7.4	1.4	13.5	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	631	99.2	42.8	43.6	11.3	2.3	20.9	N/A	N/A
Disabled	118	100.0	75.0	17.9	1.8	5.4	7.1	No	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	748	99.3	47.9	39.6	9.8	2.7	18.6	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	747	99.3	47.8	39.6	9.8	2.8	18.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	619	99.4	52.5	39.1	7.4	1.0	14.1	No	Yes
Full-pay meals	130	99.2	24.8	42.1	21.5	11.6	41.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	749	99.2	44.3	39.9	11.5	4.3	24.8	No	Yes
Gender									
Male	391	98.7	48.2	37.0	9.6	5.2	20.5	N/A	N/A
Female	358	99.7	40.1	43.0	13.5	3.4	29.2	N/A	N/A
Racial/Ethnic Group									
White	161	100.0	19.5	40.3	28.6	11.7	53.2	Yes	Yes
African American	579	99.0	51.4	39.5	6.7	2.3	16.8	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	631	99.2	39.5	42.8	13.4	4.3	27.5	N/A	N/A
Disabled	118	99.2	70.3	24.3	0.9	4.5	9.9	No	Yes
Migrant Status									
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	748	99.2	44.3	40.0	11.5	4.2	24.7	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	747	99.2	44.3	39.8	11.5	4.3	24.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	619	99.2	49.7	40.1	8.3	1.9	18.2	No	Yes
Full-pay meals	130	99.2	17.4	38.8	27.3	16.5	57.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	749	99.3	69.0	25.0	3.9	2.1	6.0
Gender							
Male	391	98.7	71.2	21.1	4.4	3.3	7.7
Female	358	100.0	66.6	29.1	3.4	0.9	4.3
Racial/Ethnic Group							
White	161	100.0	46.1	35.1	13.6	5.2	18.8
African American	579	99.1	75.3	22.3	1.1	1.3	2.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	631	99.2	66.3	27.4	4.6	1.7	6.3
Disabled	118	100.0	83.0	12.5	0.0	4.5	4.5
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	748	99.3	69.0	25.1	3.9	2.0	5.9
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	747	99.3	68.9	25.1	3.9	2.1	6.0
Socio-Economic Status							
Subsidized meals	619	99.4	75.1	21.7	2.2	1.0	3.2
Full-pay meals	130	99.2	38.8	41.3	12.4	7.4	19.8

Social Studies							
All Students	749	98.8	58.5	32.9	4.4	4.2	8.6
Gender							
Male	391	98.2	61.2	30.9	2.8	5.2	8.0
Female	358	99.4	55.7	35.1	6.0	3.2	9.2
Racial/Ethnic Group							
White	161	100.0	37.0	40.9	11.7	10.4	22.1
African American	579	98.4	64.2	30.9	2.4	2.5	4.9
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	631	98.9	55.7	35.8	5.0	3.5	8.5
Disabled	118	98.3	73.6	17.3	0.9	8.2	9.1
Migrant Status							
Migrant	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	748	98.8	58.6	33.0	4.4	4.1	8.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	747	98.8	58.5	33.0	4.4	4.2	8.6
Socio-Economic Status							
Subsidized meals	619	98.7	63.9	31.4	2.5	2.2	4.7
Full-pay meals	130	99.2	32.2	40.5	13.2	14.0	27.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	239	98.7	49.6	34.1	13.7	2.7	16.4
	7	263	99.2	51.0	38.2	10.0	0.8	10.8
	8	230	98.3	38.8	43.2	16.5	1.5	18.0
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	266	99.6	57.9	27.2	11.8	3.1	15.0
	7	238	100.0	39.1	51.1	7.7	2.1	9.9
	8	245	98.4	45.6	41.7	9.6	3.1	12.7
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	239	99.6	31.7	42.3	20.3	5.7	26.0
	7	263	98.9	43.8	37.1	14.2	5.0	19.2
	8	230	97.8	44.9	41.0	12.2	2.0	14.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	266	99.2	43.9	37.5	14.2	4.3	18.6
	7	238	100.0	36.5	45.1	12.4	6.0	18.5
	8	245	98.4	52.6	37.3	7.5	2.6	10.1
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	239	99.6	53.7	29.1	10.6	6.6	17.2
	7	263	98.9	69.2	25.0	4.2	1.7	5.8
	8	230	98.3	58.3	32.5	6.8	2.4	9.2
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	266	99.6	74.4	20.1	4.3	1.2	5.5
	7	238	100.0	67.8	25.8	3.0	3.4	6.4
	8	245	98.4	64.0	29.8	4.4	1.8	6.1
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	239	99.6	48.9	36.1	10.6	4.4	15.0
	7	263	98.9	67.1	26.3	5.0	1.7	6.7
	8	230	97.4	47.1	40.7	8.8	3.4	12.3
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	266	98.5	54.2	33.5	7.2	5.2	12.4
	7	238	99.6	65.9	28.0	1.3	4.7	6.0
	8	245	98.4	55.7	37.3	4.4	2.6	7.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 767)				
Students enrolled in high school credit courses (grades 7 & 8)	7.6%	Down from 10.8%	11.1%	16.7%
Retention rate	2.9%	Down from 3.4%	3.0%	2.5%
Attendance rate	96.9%	Up from 96.6%	95.7%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.0%	2.1%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.0%	2.1%	1.0%
Eligible for gifted and talented	11.0%	Down from 12.5%	9.3%	15.6%
On academic plans	65.0%	N/AV	53.6%	39.9%
On academic probation	0.0%	N/AV	0.8%	0.7%
With disabilities other than speech	13.5%	Down from 14.4%	13.3%	12.4%
Older than usual for grade	8.7%	Up from 8.1%	6.3%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Down from 3.2%	1.4%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 51)				
Teachers with advanced degrees	45.1%	Up from 39.2%	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.3%	N/A	12.7%	9.1%
Teachers with emergency or provisional certificates	14.6%	Up from 12.2%	12.6%	5.6%
Teachers returning from previous year	75.5%	Down from 79.4%	79.2%	84.6%
Teacher attendance rate	95.4%	Down from 95.8%	94.8%	94.8%
Average teacher salary	\$36,807	Down 1.2%	\$40,509	\$42,267
Prof. development days/teacher	13.3 days	Down from 15.0 days	11.8 days	11.9 days
School				
Principal's years at school	1.0	No change	2.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	Up from 20.7 to 1	19.4 to 1	21.1 to 1
Prime instructional time	91.4%	Down from 91.7%	87.8%	89.0%
Dollars spent per pupil*	\$6,328	Up 3.0%	\$6,978	\$6,243
Percent of expenditures for teacher salaries*	56.7%	Up from 55.0%	57.7%	59.8%
Percent of expenditures for instruction*	63.0%		65.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.3%	Down from 99.0%	96.6%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This year Johnakin Middle School has focused on improving instructional practices, parental involvement, school-community relations and student achievement. Our school motto, Creating UnBeatable Success one Student, one School, one Community at a time, is exemplified through rigorous classroom lessons, promoting good character and behavior and by involving parents and community members in school programs. Our teachers are dedicated and committed to continuous professional growth. Several are seeking advanced degrees and one additional teacher has achieved National Board Certification. We renewed our accreditation with the Southern Association of Colleges and Schools. Teachers continue to develop and use quality standards-based assessments to prepare students for the SC State Assessment. MAP testing was administered this year and results were used to develop lesson plans and to differentiate instruction to meet the individual needs of our students. The PTO and SIC continue to support our school programs. The CIA (Cubs In Action) volunteer community support group was organized this year. CIA members were trained as volunteers, monitors and mentors. Members volunteered as hall monitors, assisted in the cafeteria and were successful in forming positive, lasting relationships with our staff and students. Johnakin became an active member of the National Network of Partnership Schools. The FMU Center of Excellence assisted in providing training for our Partnership Team on developing and implementing programs to enhance family and community support.

Evaluations by teachers and students reflect the following results:

	Teachers	Parents	Students
% satisfied with learning environment	54%	74%	58%
% satisfied with social & physical environment	59%	78%	65%
% satisfied with home-school relations	31%	69%	78%

Patrice Davis Holmes, Principal

Debbie DeMarco, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	48	194	124
Percent satisfied with learning environment	54.2%	57.7%	72.0%
Percent satisfied with social and physical environment	58.3%	64.6%	60.3%
Percent satisfied with school-home relations	30.4%	78.0%	71.9%

*Only students at the highest middle school grade level at this school and their parents were included.